DOCUMENT RESUME

ED 218 857 EC 143 119

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TITLE Practical Educational Prescriptions for Students in the Mainstream.
INSTITUTION Northeast Louisiana Univ., Monroe.
PUB DATE Apr 82
NOTE 116p.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Behavior Problems; *Disabilities; Handwriting Skills; Learning Activities; Mainstreaming; *Mathematics Instruction; *Reading Difficulties; *Spelling Instruction; Teaching Methods; *Writing Skills

ABSTRACT

Activity suggestions developed by experienced teachers are presented for mainstreamed students with difficulties in specific instructional areas of reading, mathematics, spelling, writing, and behavior. Activity descriptions are grouped according to instructional area, and are classified as large group, small group, or one to one exercises. Reading suggestions address such areas as comprehension, sight vocabulary, and word analysis. Counting, computation, and fractions are among the mathematics foci. Twenty-six spelling activities include games and tasks involving dictionaries and tape recorders. Handwriting suggestions as well as expressive writing ideas comprise the writing section. Finally, behavior is considered in terms of dealing with short attention spans, incomplete assignments, distractibility, and such other problems as cheating, chronic absenteeism, and poor self concept. (CL)

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PRACTICAL EDUCATIONAL PRESCRIPTIONS

For

STUDENTS In the MAINSTREAM

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EC 143119

PRACTICAL PRESCRIPTIONS

FOR

STUDENTS IN THE MAINSTREAM

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PREFACE

The activities which follow are those recommended as instructional options by experienced Assessment Teachers of North Louisiana, their Technical Assistant, and other regional professionals involved in diagnosing and prescribing for special instructional needs of students. Many suggestions are but modifications of ideas which have been previously presented in the literature. Some interventions have been borrowed from the "trial and error" successes of experienced teachers. Others were developed by putting theory into practice. <u>All</u> activities presented are those which Assessment Teachers have found to be consistently successful in meeting some of the needs of youngsters identified as requiring special instructional assistance.

The role of Louisiana Educational Assessment Teachers represents a synthesis of the roles of Educational Diagnostician, Consulting Teacher, and Diagnostic/Prescriptive Teacher. As such, Assessment Teachers are required to have achieved at least three (3) years successful teaching experience in Special Education, possess a Masters Degree in Education, hold Generic Special Education Certification, as well as to complete a prescribed comprehensive advanced graduate program. Participation in on-going inservice education is an additional requirement. These Assessment Teachers are responsible for the educational assessment of those students who experience difficulty meeting classroom standards, participation in determining which students so referred are eligible for Special Education services, and recommendation of educational interventions to meet the youngsters' needs in whatever instructional setting is selected as appropriate. Consulting services are provided both Regular and Special Education teachers to develop and implement the interventions for target students. The credibility of the Assessment Teachers rests not only upon their training and responsibilities, but also upon their demonstrated dedication to the task of providing appropriate instruction to all youngsters.

For ease of reference, the interventions are listed according to the specific instructional areas of Reading, Mathematics, Spelling, Writing, and Behavior. Each general section is further divided into more specific sub-sections, with appropriate instructional group size indicated for each activity. A blank form is included with each section for the user to record additional strategies as they prove successful.

These activities are presented, not as a panacea for all student difficulties, but rather as strategies which have proven successful in meeting SOME of the needs of SOME students. They represent "tried and true" techniques which are applicable to many youngsters in need of assistance both in the regular and special classroom. The user is encouraged to select, modify, or add to these interventions according to the needs of each individual student and the style of the teacher providing instruction.

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Practical **READING** Prescription

NAME Student with Reading Needs DATE Hours of Need

℞

Reading activities PRN
Modify as needed

Prescribed by: North Louisiana Assessment Personnel

REFILL | 1 | 2 | 3 | 4 | 5 | AD LIB ✓ |

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
READING Comprehension (General)	1.	Have the child (or children) read a paragraph with an irrelevent sentence inserted in it. Have him cross out the irrelevent sentences.	X	X	X
	2.	Prepare Worksheets with sentences which have the words in scrambled order and have the student unscramble the words so they are in the correct order. This can be varied by putting the words on cards, one word to a card. Divide the children into teams and give one set of identical cards face down to each team; each team member draws a card. On signal, they turn the cards over and arrange themselves in the correct order to form a correct sentence. The first team finished wins the point.	X	X	X
	3.	To improve reading comprehension, use the Cloze Technique with worksheets or examples on the chalk board. Select important sentences from classroom reading materials such as student's reading text, science textbook, etc. Remove key works from the sentences and substitute an underlined blank space. The student simply tries to guess the words that were taken out and then writes them in the proper blanks. Words may be listed at the top of the page or student may fill in all blanks and than check his answers by the book. The position and frequency of the blanks are adjusted to suit the needs of the learner.	X	X	X
	4.	Following the "Cloze Technique," the teacher may present questions about a story and then write only the first 2 or 3 words of the sentence which answers each question. Have the student read in his book until he comes to that sentence. The student that completes the sentence, copying from his book, with teacher checking to be sure he understands the answer. Be sure to note the page number by each sentence.		X	X

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
READING Comprehension	5.	The five W's (who, what, when, where, and why) and How, are the cornerstones of newspaper writing. Practice in finding the answers to these questions can improve getting the main idea of an article. Composition writing using who, what when and how as an outline will help students express themselves clearly and intelligently. Duplicating an outline in which only the main ideas appear but where the details are to be found in the newspaper story can be a total class activity.	X	X	X
	6.	Because the youngster who is having academic difficulty may be overwhelmed by a lengthy worksheet, the task may be sectioned off into several short assignments. By simply drawing 2 or 3 vertical lines and several horizontal lines on the worksheet, the threatening worksheet becomes manageable. Score each section as completed, reinforcing correct responses and correcting errors.	X	X	X
	7.	To assist the student to visual track reading material, attend to detail, and read in phrases, teach him/her to place a bookmark under each line of print an student reads. When the selection is finished, the marker may be used as a traditional bookmark to indicate where student stopped reading.	X	X	X
	8.	To promote interest in reading and encourage reading practice, place "Booktraps," or books open to a specific topic of interest, on the youngster's regular path. Places such as the classroom windowsill, a teacher's desk, or the kitchen table, and the bathroom at home are particularly good trapping spots. Parents should be encouraged to participate.	X	X	X
	9.	Can You Answer? A picture is pasted on a 6" x 9" card. This is followed by a short story or description. An envelope is pasted on the back of the card containing some words that tell about the picture and story and other words that do not belong. Without referring to the picture or story after it is once read, the students sort the words that belong to the story. (A key may be prepared to check his work.)	X	X	X

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
READING Comprehension	10.	Because this method of reading practice requires no special materials or setting, it is readily accepted by regular teachers, specialists, parents, and the child. In addition to improving skills, the child benefits from the close attention, touch, and opportunities to participate with his/her group: MODIFIED NEURO IMPRESS METHOD A. Seat student so instructor voice close to child's ear B. Instructor places hand over studen's to guide and point to text C. Both read aloud at instructor's pace, smoothly following text with finger. D. Punctuation is accentuated by lifting finger. E. Pace is gradually increased. F. When ready, student may assume responsibility for following text without instructor assistance.		X	X
	11.	Game: Assign each student one page from a newspaper. The players take turn being "it" selects an article from his page to act out. While he is acting out his article, the other students skim his page and try to guess which item he has chosen.		X	
	12.	Questions and Answers: Two sets of cards are used. One set has questions which pertain to the reading assignment. The second set of cards gives the answers to the questions. Two or four children can play this game, or the teacher may use the question cards and ask for student replies. These sets may be made up on paper strips and cut and placed in envelopes or boxes to be used over and over.		X	
	13.	Quiz Show: The children prepare questions from their reading story and then a quiz show is conducted similar to those on television.	X	X	

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
READING Comprehension (Oral)	1.	Call student's attention to repetitions. Have student record oral reading. Let student read silently before reading orally.			X
	2.	For the student who continously ignores punctuation marks, highlight the punctuation mark only with a given color for each type of mark. Example: red for a period, yellow a comma, etc.	X	X	X

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
READING Comprehension (Main Idea)	1.	Use of the newspaper in the classroom can provide excellent reading material for teaching necessary skills. It is the most accessible medium of print throughout the world. It is the most current and, in one sense the most vital of printed media. It may also be given to the child to take home for practice assignments. The skill of comprehending the main idea can be taught by writing appropriate headlines for news stories that have been "decapitated". Testing situations can be set up by cutting the headline from a newspaper article and pasting the article on one side of a cardboard with the headline on the reverse side. As the numbered cardboards are passed around the room, the students read the article, write down their own headline on a numbered paper, and pass the cardboard to the next person. When all have finished writing their headlines, the cardboards are turned over for a discussion of the differences between the headlines of the newspaper editors and those of the students.	X	X	X
	2.	Construct a worksheet of sentences relating to paragraphs read; have the student underline the sentence that best represents the main idea.	X	X	X
	3.	Read the student(s) a short story. Write a list of phrases on the chalk board and have them pick out the one that best tells the main idea.	X	X	X
	4.	Read a story to the student(s) and have them make up a title and tell why it is a good one.	X	X	X
	5.	Use a series of three pictures, one of which represents the main idea of a paragraph. Have the student identify the correct one.			X

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
READING Comprehension (Main Idea)	6.	Matching Paragraphs and Titles: Paragraphs from old readers, social studies, or science books may be pasted on 3" x 5" cards. Titles that fit these paragraphs are typed or printed on another set of cards. Students may work individually or in pairs, reading the paragraphs and deciding upon the best title for each paragraph. The students may make their own paragraphs and titles. The teacher may read the paragraph for developing better listening activities.			
	7.	Game: Break the class into groups. Assign each group a different story from which to act out the main idea. For example: After hearing or reading the description of the Boston Tea Party, the three of four children in a group decide among themselves the main idea, and act out the throwing of the tea overboard, The group which first correctly guesses the story, may act out the next main idea.	X	X	
Comprehension (Details)		Game. On index cards, place pictures from a Sears or similar catalogue, one picture per card. Place the accompanying description on a separate card. Students are to read the description passage and match it with the correct picture. (Students may be allowed to pick articles that interest them.)		X	X
	1.	Cut pictures out of magazines that sequence an activity. For example: Steps in making jello or phases in home construction. Allow student to put pictures in correct order. Self checking is built in when pictures are correctly numbered on the back.		X	X
	2.	Have the students read a story: as they do, special attention is to go to the order in which various things happen to the central charcter. After the story is finished, the students will pick up five slips of paper or pictures (or whatever number is suitable) each with a sentence or picture describing an event of the story. The children arrange them in order by posting them on a sheet numbered 1 to 5.		X	X

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
READING Comprehension (Following Direction)		Game: Give students a game card divided into squares. Give directions of items to put in each square. Example: Draw a triangle with a circle around it in the middle square.		X	X
Comprehension (Categorization)		Password-type association game: One person says a word: the next person says anything that word makes him think of; and so on around the class, associating each word to the next. For example: house-garage-car-trip-moon-crate-hole-well-water-swim-, etc.	X	X	
Content	1.	Make or help the child make word cards (3 X 5 or larger) of words relevant to a social studies unit, science unit, or reading lesson. At least twice a day the student should spend 5 minutes sessions tracing the word with his finger as he sounds out the word. Let the sounds run together as he says the word. For instance, for the word globe, trace the word and slowly say gl o b. Use cursive writing for older students. Repeat procedure for several days.		X	X
	2.	Students with problems understanding content and their student leader (a peer selected by teacher) work together. Students will provide phrases on paper for daily history lesson. Each student will take turns selecting phrase which is main idea of each section in history or other content lesson.		X	X
	3.	Variations: Leader will scatter significant phrases and topics on board that are from the current lesson (Teacher could supply list if so desired). All other students in learning center respond in turn by erasing one phrase or topic and telling why it is pertiment to lesson.		X	

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
READING Content	4.	Highlight: The felt-tip pens with read-through color should be used by every student as a regular study tool. Highlight or mark over critical ideas with one color and vocabulary or events with another as the youngster reads. This helps the student focus on important elements, and is especially useful when reviewing for tests.	X	X	X
Comprehension Vocabulary	1.	To increase vocabulary: 1. Each morning place three or four new words on the chalkboard. Use words that the students have not previoulsy studied. Later in the day ask questions of the class which use the new words. For example: "Karen, does pollution affect our city?" 2. The teacher selects sentences from the current reading lesson which include words which he/she wishes the students to study. The teacher writes these sentences on the board underlining the words for which the class is to look up synonyms. The pupils race to see who can supply the most synonyms from their dictionaries. Example: (1) The star fish does not please him. 1. satisfy 3. attract 2. amuse 4. gratify	X	X	X
	2.	Vocabulary booklets can be developed from various parts of the newspaper--sports, financial, and editorial, for example. The words can then be alphabetized and used in written assignments. A class dictionary can be developed in a large, looseleaf notebook. Crossword puzzles can be made using the words to enhance retention and to make learning them more fun. This could be done over an extended period of time by an individual rather than a class or small group.	X	X	X

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
READING Comprehension Vocabulary	3.	Let the student group picture cards into groups of things that are alike in some way, ie. food, clothes, animals. Then have the student name each item and tell how the things are alike and how they are different.		X	X
	4.	Game: This is a version of the television game "Password." On the inside of folded index cards, write words to be used as the password. These words should be taken from students current content vocabulary, such as words from reading, spelling, science, etc. texts. Write only one word per card. Give the same password to both teams simultaneously. Each one tries to get his partner to be the first to say the password. Only one-word clues can be given, and the partner must take one guess after each clue. If the response is incorrect, the other player gives his partner a clue. The first one to get the answer wins for their side. The team to get 5 points first wins.	X	X	
Word Recognition	1.	Give the student sandpaper letters plus paper and pencil. Use a blindfold for the first part of each word. Have student trace word beginning, then remove blindfold and write it, trace remaining letters, say word and write it. Three-dimensional letters may be used instead of sandpaper letters.			X
	2.	Add A Word: Prepare a list with 5 words. Provide daily study/practice time. Test daily when the child correctly identifies a word for three consequetive days, delete the word and add a new one. Provide regular practice for deleted words.	X	X	X
	3.	Relevance: Insofar as possible, include in word rec program those words which are personally important to student as well as names of objects in his/her immediate environment. Often these relevant words can be included as similar to target word families or word parts.	X	X	X

AREA OF INSTRUCTION	ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
Word Recognition 1 Sight Vocabulary	On a table in front of a blindfolded child, present a new sight word formed with sandpaper of three-dimensional letters. The child first identifies the letter and then attempts to pronounce the word. The teacher corrects error in letter and word Identification. When the learner identifies, or has been told, the word, he removes the blindfold. The letters are removed and then he is asked to write the word on his paper.			X
2.	Students can attach labels to the door, closet, window, pictures, bulletin board, and other things in the room so that the student will begin to associate the written symbol with the object.	X	X	X
3.	Sight words are taught by tracing, by using cards, screen wire, or by using clay, plastic, or wooden letters. It is recommended that sight words such as is, and I be taught first as whole words and then in phrases or sentences. For example, and, can be taught with he, me, and she. Pin cards with the words me, she, and and on students and arrange them so that they make short phrases. Use the sight words causing difficulty. Example: He ran through the stop sign.			X
4.	Give each student a ditto page with 10 boxes with words scattered over the page (one in each box). The students read the first word and locate a matching word in another box. The students then color those matching boxes with one color and continue with various color throughout the page. This activity can be modified in that the child may cut out the boxes and match with a paired student's words.	X	X	X
5.	Make cassette tapes with ten words per tape. Have ditto word list prepared and three blanks beside each word. Tape instructs student to say the word, trace the word and write the word as the instructor sounds each letter, say each letter and then say the word.		X	X

AREA OF INSTRUCTION	ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
READING Sight Vocabulary 6.	Introduce the word to the students on the board. Have them pronounce the word. Hand out newspaper clippings and colored marking pens. Have the students circle the word each time they see it. Set a timer for two to five minutes. This activity can be adapted to different grade levels by choosing the appropriate words. Grades one through six. It may also be played as a game with the winner being the student who finds the most target words within time limits.	X	X	X
7.	The students make a scrapbook that is indexed with the letters of the alphabet. Pictures can be drawn or cut out of magazines. As the students learn a word, they paste a picture on the page that has that letter. This is most useful with nouns.	X	X	X
8.	Give students a list of words for recognition practice with story pages written at the top of the word list. Students read the first word, look through the pages of the story in the text and locate the vocabulary word in the story. Students then write the page number where the word was located. This activity can be modified and used as an oral activity.			
9.	Stopwatch Skills: For acquisition of the very basic academic skills necessary to progress, time the youngster's performance for one minute daily. Set a response goal with youngster using basic sight reading vocabulary. Keep a chart of progress with student marking performance daily. When goal is reached for a given skill, move forward to another.	X	X	X

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
READING Sight Vocabulary	10.	Typing Drillo: Student use of the typewriter to practice high frequency sight reading vocabulary is suggested. This activity utilizes a multi-sensory approach to the development and reinforcement of word recognition skills, while emphasizing letter sequence of word patterns.		X	X
Word Recognition Word Analysis	1.	Make flash cards with the sound symbols and pictures that begin with the sound. Each day quickly go over each sound and the pictures name for it. Say a sound and hold up pictures. Have children respond thumbs up if they begin with the sound and thumbs down if not. Grades one through three.	X	X	
	2.	Make key cards with vowels colored to call attention to the sound.	X	X	X
	3.	Have a student compose a short creative story, which you write on the board as he/she dictates. After the story is complete ask the student to read the story out loud. Then go through the story and erase parts words, blend letters and initial consonants etc.. Have students supply target letter.	X	X	
	4.	Give students a selected group of words that are often confused for another word. Students trace around the word and say each word. Another work sheet can be distributed with only the configuration for words to written in.		X	X

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
READING Word Recognition Word Analysis	5.	Select a story to be read aloud with a small group of children. Scan the story for word families. Give each student a word: ex: day - Everytime the child hears a word that rhymes with his word he stands up, turns around and then sits down. day: "The horse ate hay." Student stands on hay.		X	X
	6	Game: Divide a board into sections. In each section, write one column of words, and another column showing the initial consonants of these words. Have the student match the word with the initial consonants. Jam - J Gun - G		X	X
	7.	Game: Puzzles can be made with the initial sound on one part and the word family on the other. When the child completes the puzzles have him pronounce the words. Animal shapes are popular and can be cut between the head and body or body and tail. Use the same idea for contractions, compound words, and root words with endings. Designs can be found in coloring books. Characters like Snoopy paired with his dog house, Woodstock and his nest, Batman and his cape, or Raggedy Ann with Raggedy Andy are popular. Three part puzzles can be made to accommodate to root words, e.g. un-fold-ed.		X	X
	8.	Game: For the child who has difficulty with blending sounds, construct a set of flash cards with one card representing each letter of the alphabet. Separate the vowels into one pile and the consonants into another pile. The teacher chooses two consonant cards and places them approximately eight inches apart before the child. For example, m.....t. Then the vowel cards are dropped one at a time between the consonants. As the cards are dropped the child is asked to say the words that are formed. (a = m-a-t, i = m-i-t, e = m-e-t)			X

AREA OF INSTRUCTION	ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
READING Word Analysis 9.	Game: Short vowel tic-tac-toe: Use 9 one syllable words such as: cot, pot, pit, yak, yes, pig, cut, clot, slit. Put on tic-tac-toe card. (#) Child must decode word before placing an X or an O. Three X's or O's wins. Be sure cards are laminated.		X	X
Word Analysis Blends	1. First introduce blends aurally. Give practice in primary blends through verbal games and spelldowns.	X	X	X
	2. Proceed to visual identification of blends and locating them in given words. Have pupils build their own list of words; begin individual word cards for each blend, and use these in spelling	X	X	X
	3. Have pupils use tape recorder. Play prerecorded story and have pupils identify blends.		X	X
Word Analysis Diphthongs	Put diphthongs, digraphs, and blends on cards. Divide these cards into groups of ten each. Lay out separate groups of diphthongs, digraphs, and blends, allowing the pupil to see all ten at once. As the teacher calls the sounds of these various letter combinations, or as they are played from a tape recording, have the pupil pick up the correct card to match the sound of the letter combinations.		X	X

AREA OF INSTRUCTION	ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE

Practical **MATH** Prescription

NAME Student with Math Needs DATE Hours of Need

℞

Select or Modify
Math Activities PRN

Prescribed by: North Louisiana Assessment Personnel

REFILL 1 2 3 4 5 AD LIB ✓

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
MATH	1.	While the student is working on a math assignment, the teacher approaches his desk between 3 and 5 times during the period and places large "C"'s by correct answers. Incorrect answers are ignored and no instruction is given at this time. At the end of the day the teacher sends a note home to parents which reads, "child's name has done a _____ job in his daily work." For 50-75% accuracy the teacher filled in the blank with the word "good". For 75-85% she filled in the words "very good". For 85-100% she filled in the words "super good". The parents will need to agree to provide a special privilege for "super good".	X	X	X
	2.	Keep a class chart on the wall for facts of addition or subtraction. Have periodic tests and give a star for those students who make 100%. Later, the stars may be exchanged for free time or other appropriate reward or reinforcer. OR Give a star daily for each child who has completed acceptable class-work. Later, the teacher can have a rummage sale and students buy things with their stars.	X X	X X	X X
	3.	To help a young child remember a phone number, use the tune "Twinkle, Twinkle, Little Star - Sing the seven digits in the number: 323-4512			X
	4.	Because the youngster who is having academic difficulty may be over-whelmed by a lengthy worksheet, the task may be sectioned off into several short assignments. By simply drawing 2 or 3 vertical lines and several horizontal lines on the worksheet, the threatening worksheet becomes manageable. Score each section as completed, reinforcing correct responses and correcting errors.	X	X	X

AREA OF INSTRUCTION	ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
MATH Reproducing Numerals	REPRODUCING NUMERALS a Have the student draw the numeral using dots as guides. b. Direct the student in drawing the numeral on sandpaper with a crayon or chalk. c. Have the student draw the numeral on a magic slate. d. Have the student make the numeral in a sand or salt box. e. Have the student draw the numeral on a chalkboard.		X	X
Concepts: Counting	Make a ladder with ten blocks. Heavy duty wrapping paper may be used or chalk may be used on the floor. The boxes should be large enough to step one at a time with one foot. Number the squares consecutively from one to ten. Have the student start walking from square one and then call, "Stop!" The student must then call out the number of the square he is on. Have him go forward one square (plus) or backward one square (take away) and state the equation: "5 and 1 more is 6" for forward or "5 and go back 1 is 4" for backward.		X	X
Counting	Game: Using flashcards with numerals to 100 and a pocket chart, place the numerals in correct order in a pocket chart. Randomly pull flash cards from chart and mix them up. Then give them to students in the class. Beginning with the first number on the board have all the students count aloud together. As you come to a blank space, stop, and have the child with the correct flash card call out the missing number and place it in the chart. Continue on until all the blank spaces have been filled. (May use letters instead of numbers)	X	X	
	Relevance: Use classroom content for counting practice. Convenient items to use include number of letters written, exercises on a page, correct responses, as well as desks, books, etc.	X	X	X

AREA OF INSTRUCTION	ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
MATH Counting Addition & Subtraction	Graph paper can be used to develop number skill. Coloring of the square units on a graph can add variety to counting drills. Simple addition can be introduced to the child by having student use crayons to color first 2 blocks and then 3 more blocks to discover 5 blocks colored altogether. Student can discover that with 5 colored blocks, when 3 are cut off, only 2 are left. The student with difficulty understanding "more than" or "less than" can usually see the difference by marking off squares on the graph paper.	X	X	X
Concepts (Addition)	Provide concrete objects such as pegs or blocks to illustrate the value of each number. Have students put the correct number of objects by each number. Then have them count both groups of objects to get the total. Give students another addition problem. Instruct them to show the value of each number and add independently. Monitor accuracy, then review the process. Assign a small number of similar problems to be worked independently with results monitored by teacher.	X	X	X
Concepts Addition	Game: Playing cards-Many mathematical skills can be gained from dealing, playing, and scoring in card games. Games such as "Go Fishing" or "War" can develop concepts of number identification or an understanding of terms such as "bigger than". Cards can be used to introduce concepts of fractional parts of sets. In dealing cards, the student sees that 8 cards divided into two groups gives each person four cards, or 1/2 of 8 equals. If 4 people play a game and each is dealt 2 cards, altogether there are 8 cards used, thus demonstrating the idea of multiplication.		X	

AREA OF INSTRUCTION	ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
MATH Concepts (Time)	A. As student asks to leave for bathroom, have youngster turn over egg timer and allow 3 minutes to be gone from room. Student attempts to beat the timer to the room.		X	X
	B. Have students close eyes and raise hands when one munute has passed - Increase minutes to 5 -	X	X	
Concepts (Fractions)	Teach the concept halves and fourths by using an orange to explain. As you explain using the orange draw two dimensional shapes on the chalkboard. Introduce the word "half" and cut the orange in half. Divide the two halves into fourths, explaining as you go. Give the student papers with two circles and instructions to divide one circle into fourths. Monitor. As each child sucessfully completes the assignment give him a slice of orange to eat. This intervention would be appropriate for grades three through five.	X	X	X
Concepts (Equivalent Measures)	Game: To help 2 or 3 students understand equivalent measures use twenty-four 3: by 3" index cards and a 4" by 6" answer card. List one item per card. List a measure on one card such as 2 cups and on a second card write its equivalent such as 1 pint. Continue this until all cards are filled. On the answer card list all measurements and equilavents. Turn all cards face down on the table. The first player turns up any two cards. If they show equilavent measures, he takes them and turns up two more cards. He continues playing as long as his cards show equivalents. When the two cards he turns over do not show equivalent, he puts them face down and the second player takes a turn. As the cards are removed the third player checks them. The player with the most pairs wins. (You may pair numerals with number words, upper case letters with lower case letters, math problem with their answers, etc.)		X	

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
MATH Computation	1.	Stopwatch Skills: For acquisition of the very basic academic skills necessary to progress, time the youngster's performance for one minute daily. Set a response goal with youngster using basic number facts. Keep a chart of progress with student marking performance daily. When goal is reached for a given skill, move forward to another.	X	X	X
	2.	The Little Professor: To reinforce basic math combinations and promote automatic control, the Little Professor is an invaluable tool. The pre-programmed calculator presents thousands of math facts; student answer is confirmed or rejected. The four levels of difficulty provide an excellent means of developing mental computational skills ranging from "1 & 1" to "35 X 47."			
	3.	Using two clothes pins and a laminated file folder with cut out boxes, put students paper inside the folder. Student works one problem in each box. Paper with spaced lines can also be used effectively to write a problem on each line. Clothes pin may be used to clip paper and folder together to keep paper from slipping.		X	X
	4.	Helping the student learn to carry or regroup can be facilitated by blocking off the left side of the equation, having the student work with the right side, and then blocking it off as student moves to the left.	X	X	X
	5.	For students who demonstrate difficulty completing a total correct answer, encourage correct proceedure by assigning partial credit for each correct step or digit. (ex.) multiplication and/or division steps or credit for the correct answer in the tens column) An entire correct problem could receive bonus points.	X	X	X
	6.	Use the "add-a-word" chart described in reading and spelling activities and modify for "add-a-fact" chart. Utilize the chart for facts that the student is currently attempting to achieve mastery.		X	X

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
MATH Computation	7.	Game: To review basic facts, the teacher prepare on strips of paper all the basic addition and subtraction facts. These can be basic to 10 to 20 depending on the level of the group. The group is divided into teams The teacher puts the basic math facts which are on strips of paper into a box. The strips are then drawn from the box alternating from team to team. The team getting the most points wins.	X	X	

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
MATH Computation	8.	Game: Take a piece of tag board; divide it into nine parts; place a number in each part. If you are working on addition, subtraction, or multiplication, you can use this card. Each student has two pieces of corn, peas, etc. The students drops the corn on the card and adds, subtracts, or multiplies the two numbers where the corn falls. He writes the problem down and works up to 25 problems before handing them into be graded.		X	X
	9.	Game: Make a laminated checkerboard for half of the class. This can be a ditto sheet (with a checkerboard) glued to a piece of cardboard, then laminated. Write the facts to be studied in the white squares. Play as you would checkers, but the student must say the fact before moving to another white square. Play with a partner.		X	
	10.	Game: Divide the class into 3 equal teams. Give each 8 1/2 X 11 card with a single number on it, starting with 0, using as many as you need. (Each of the 3 teams will have 3 identical sets of number cards). Tell the students you will show them a card with a single number (for example 9) and that 1 child from each team must step forward with a number card so that the total of the 3 cards equals 9. The teams alternate order.	X		
	11.	Game: To provide practice with basic number facts, write numbers in the bottom cups of an egg carton. Put 2 marbles in the carton. The child shakes the carton (lid closed) and then adds or multiplies the two numbers where the marbles landed. To use for subtraction and division: select a number and write it on the lid - print smaller numbers in the egg cups. Use one marble.		X	X

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
MATH Computation Subtraction	1.	Prepare several subtraction problem requiring regrouping. Have the child write the number 321 as 300 + 20 + 1. Under it write 135 as 100 + 30 + 5, then follow these steps: 1. Explain that the bottom number is always subtracted from the top.. 2. Show that 5 cannot be taken away from 1 and introduce "borrowing". Since there are 2 ten or 2 units in the tens column we can borrow one 10; so 10 + 1 = 11. (Demonstrate striking out the 2 and making it a 1.) Then 11 - 5 = 6. Repeat the step borrowing 100 from the hundreds column (Remember to explain that 10 tens = 100). For students having difficulty, focus on the rote procedure. This strategy has two purposes: first to show place value and communicate "what is happening", second, to teach a rote process of "how to do it." Many learners may have difficulty grasping the place value concept, yet can master the rote subtraction procedure.			X
	2.	Game: To provide subtraction practice, divide the class into 2 teams. Make 4 cards for each number (or whatever number is suitable). Then hold up any card from the sequence (example 8) and have the 1st child on each team come to the front of the room. The teams alternate so that the child from team A selects any number less than the 8 you are holding. The child from team B must select the card that would be left over.	X	X	
Computation Multiplication	1.	Paper and Pencil: Teach the students to learn to multiply 2-digit numbers by using the diagonal-block method. (This activity may be used to challenge students who are above average or students who cannot seem to keep their numbers in the right column and consistently come up with the wrong answer. For example: 22 × 36 = 132 + 66 = 792	X	X	X

AREA OF INSTRUCTION	ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
MATH Computation 2. Multiplication	Record Player & Records, "Let's Learn the Multiplication Tables" Objectives: Student will be able to orally say the answers to the multiplication facts: 1-10 within a six week period with 80% accuracy	X	X	X
Computation Division	When a student is having difficulty remembering the sequence in a division problem, colored arrows or numbers may be used to indicate to the student which step comes next.	X	X	X
Rounding Off Numbers	Game: For students who need practice in rounding off numbers, use index cards with numbers that require rounding off written on one side and rounded number on other. Three to 5 students may play. Each student draws a card. The person drawing the highest number begins the play. (Cards so drawn are discarded) The beginning player draws a card and tries to round off the number. If he cannot, he passes the card to the person on his right. If this student knows the answer, he gets to keep the card. At the end of the game, the one student who has the most cards wins the game.		X	
Money Application	Get a catalog (Sears, Western Auto, Etc.) and run off the order form so that each child can have one. Let each child have access to the catalog (s) and tell him that he has an imaginary $200.00 to spend. Let him write out the order and according to what level you are teaching, total and finish the order correctly. If you are working with lower grade levels, after they choose an item, you can complete the order form for them.	X	X	X

AREA OF INSTRUCTION	ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE

Practical **SPELLING** Prescription

NAME Student with Spelling Needs DATE Hours of Need

Rx

To Improve Spelling Skills use or modify following activities

Prescribed by: North Louisiana Assessment Personnel

REFILL | 1 | 2 | 3 | 4 | 5 | AD LIB ✓ |

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
SPELLING	1.	Spelling words can be put on tape to enable student to work by himself using earphones and a tape recorder. This will block out distracting auditory stimuli and allow the student to complete his work by himself.			X
	2.	Look at the word, say the word, copy the word, cover the word, write the word from memory; continue this process over until the student has mastered the spelling of a specific word. Use a different color for each word the student is studying.		X	X
	3.	The teacher or another student can trace letters or words on the back of a student's hand or his back. When the spelling of the word has been completed, the student then writes the word on paper. Two or three-letter words should be used for this activity at first. The student who uses this method will need to have good visual imagery.		X	X
	4.	First write current spelling words completely to provide an opportunity to study the total configuration and the sequence of letters. Gradually omit letters from various positions and ask the child to write in the missing letter (s). At the end of the exercise only blank spaces remain and students must write the entire word from memory. This technique has proved to be one of the most effective for teaching non-phonetic sight vocabulary. Examples: Laugh, Does, Enough, etc. d o e s d _ e s d o _ s d o e _ _ o _ s _ _ e _ _ _ _ _	X	X	X

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
SPELLING	5.	Show the child the word on a card, and pronounce the word for the child. The student looks at the word, says it, spells it, and says it again. Then remove the word and have the student spell or write the word from memory. After spelling the word two or three times more, the student then writes the word from memory and checks the word against the stimulus card.		X	X
	6.	Provide four-page lists of words. The teacher pronounces one of the four words in the first row. The student says the word and circles it. He then turns to the next page, looks at the first row and finds the word the teacher said for the first page. The student turns to page 3. The teacher asks the student to circle and say the word from the same row as on page 1 and 2, giving the meaning. Then the student turns to page 4 and tries to write the word from memory on the correct line.		X	X
	7.	If spelling tests are usually given on Friday, give a trial test on Wednesday. This will give students an idea of which words to further study. Those making 100% on the trial test may be exempted from the final and possibly allowed to administer the Spelling test to others. Useful when you have more than one series of Spelling test to administer.	X	X	X
	8.	Chaining: Cover all but the last letter of a word. Child says the letter, and looks away and says it again. Uncover the next to the last letter so that the last 2 letters are exposed. The child looks and says the 2 letters. Proceed until all letters of the word are exposed and he spells the whole word, looking first, then looking away.		X	X

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
SPELLING	9.	Have the student (s) listen to a tape recorder prepared in advance to teach spelling of Dolch words or spelling list. The tape instructs the student to repeat the word orally, write the word as the tape it, write the word as it is sounded out by the tape, and finally write the word by memory. 10 words is a good number to work with.		X	X
	10.	Give the student a list of spelling words which he can pronounce. Place the student at a tape recorder; the student in turn reads a word into the microphone, copies the word two times, pronounces the word again and spells the word. The next day, after studying the words the student uses the tape as his own tutor. The tapes can be kept and used as review and/or to insure mastery.		X	X
	11.	Maintain a weekly individual progress chart for spelling exercises. Record the number of items correct on a pre-test (Monday's test) and the number of items spelled correctly on a post-test (Wednesday or Friday's test). Establish an appropriate reward for sufficient of words spelled correctly from pre-to-post tests. Strive for two word improvement at the beginning and increase as seems appropriate.	X	X	X
	12.	Utilize simple crossword puzzles for beginning spellers. It is possible to change this task by inserting certain letters into the puzzle to try and insure success. When the child is more capable, he should be allowed to try and create his own crossword puzzle with certain words. A blank sheet of graph paper could be used to create a crossword puzzle.	X	X	X

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
SPELLING	13.	Add-a-word is used for more severely disabled spellers and readers. Prepare a chart. The child can put a star or other reinforcer on his own chart. Begin with five words. The words are dictated to the child for three days. When the child has learned 3/5 words consistently, these three words are starred and three more are added. Continue this until specific phonetic elements or word families are mastered. Then begin a new one. EXAMPLE: Day 1 2 3 4 5 6 7 8 9 fat cat sat mat hat		X	X
	14.	The words to be learned should be written on paper or the chalkboard by the teacher. The teacher pro-nounces the words very clearly and distinctly. Then the student pronounces the words. After the pronunciation of the words, they discuss the meanings of the words. A. Allow the student to study the words to develop an image of them. B. When the student is sure of each word, cover it. Ask the student to close his eyes and spell the word orally. Uncover the word so he can check his accuracy. If an error was made, repeat step A. C. Cover the word again and have the student write it from memory. Then have him check the spelling against the original. D. The Student turns his paper over and writes the word again from memory. If mastery is achieved, he proceeds with other words. If mastery is not achieved, student should look at the words again before attempting to re-write them.		X	X

AREA OF INSTRUCTION	ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
SPELLING 15.	Model the spelling activity for the student. Say the word aloud, then say each letter as you write it. Direct the student to perform the task as you did. After practice, ask the student to spell orally. If he has problems producing the word, encourage him to trace the word with his finger on his desk.		X	X
16.	To assist students to correctly write high frequency sight words, use visual, auditory and kinesthetic method. The teacher writes each word on the chalkboard, pronouncing the word as it is written. The teacher directs the student to trace over the word and say it aloud. The tracing method is continued for each word. The student is then asked to say each word in a sentence. The teacher writes the sentences on the board, leaving blanks for the spelling words used. The teacher then writes the spelling words in a list on the chalkboard. The student writes on paper the sentences, filling in the correct spelling words.		X	X
17.	Reinforcement: In a Spelling Learning Center, provide spelling code activities with these directions: "In the following story, numerals have been used instead of letters. Each numeral represents a certain letter. First read the story. Then decide what the letter 5 stands for. Go through the story and change each 5 to the letter you think it is. Do the same thing for 2 and etc., until you have broken the code. Re-write the story putting back the correct letters." Example: M5ry h5d 5 littl2 l5mb. It's fl22c2 w5s whit2 5s snow 5nd 2v2ry wh2r2 th5t M5ry w2nt, th2 l5mb w5s sur2 to go. Make many such exercises for children who dislike or do porrly in spelling. Use words from your spelling list. This could be used as board work.	X	X	X

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
SPELLING	18.	Using a tape recorder, flip chart and cards prepared on the typewriter, with each card followed by a blank card, have student listen to tape and follow directions. Procedure: Tape asks students to say the word aloud, trace the word, look at it, flip the card over, write the word from memory, and then check back to see if the word has been spelled correctly.		X	X
	19.	Use steno pad to make individual dictionaries. Put tabs down the side to divide pad into sections (1 per each letter). Record Dolch Word List in appropriate sections. Provide time for creative writing at least once a week. Whenever child asks how to spell a word, write it in his book. Everytime after a word that is recorded in the book is asked for, put a tally mark beside it. When a word has 5 tally marks it should be included in child's list of spelling words.	X	X	X
	20.	Typing Drillo: For the more disabled student, use of the typewriter to practice spelling words is suggested. This activity utilizes a multi-sensory approach to the development and reinforcement of word recognition skills, while emphasizing letter sequence of spelling patterns.		X	X
	21.	Instead of counting a misspelled word wrong-give credit for each letter that is in the proper sequence. Add two extra points for a word with all letters in the proper sequence.	X	X	X
	22.	Game: Draw a salt shaker and a stew pot. On the stew pot write words that the students are being taught omitting letters, and leaving a blank space for the omitted letters. On the salt shaker write the missing letters for each word. Place in random order. Tell the students to place the letters from the salt shaker in the correct spaces on the stew pot.	X	X	X

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
SPELLING	23.	Game: Scramble the letter in each word of the spelling lesson. The point of the game is for each player to unscramble the letter as quickly as possible. Scrabble letter may be used. This could be used with a large group if enough letters were available. Practice could be individual.	X	X	X
	24.	Game: Using letters of the alphabet placed on 6" by 6" index cards, write one letter per index card. Make sure there are enough letters to spell the spelling words. The leader anounces a spelling word, the students with the letters of that word must go to the front of the room and hold up their cards in the correct order to spell the word. (For variation, give the definition and ask the students to identify and spell the correct word.)	X	X	
	25.	Game: Have the students use their spelling books or put a list of words on the board. Each student needs a picture showing the telephone dial complete with letters and numbers. Tell them to take each word and convert it to a "telephone number". Example: Cat becomes 223. Little becomes 548853. Give the students the telephone numbers of the spelling words and ask them to translate them into words.	X	X	X
	26.	Game: Fold paper into 16 squares. Children are asked to give a word. The teacher writes on the board or challenges the donor to spell the word. The children all write the correctly spelled word on any one of the 16 squares. When all the squares are filled, a child is selected to come forward. With his back to the board, he spells any one of the words a selected caller gives him. Each correctly spelled word enables the class to place a marker on the corresponding Bingo square. The first child to complete a row or a diagonal calls "Bingo" and wins the game. The teacher keeps a list of the words called and checks off the winner. These Bingo squares may be kept for repeated playing.	X	X	

AREA OF INSTRUCTION	ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE

Practical **WRITING** Prescription

NAME Student with Writing Needs DATE Hours of Need

℞

Use or modify activities which follow for Writing difficulties

Prescribed by: North Louisiana Assessment Personnel

REFILL | 1 | 2 | 3 | 4 | 5 | AD LIB ✓

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
WRITING	1.	Evaluate student writing using checklist. Explain and show examples of each item. Allow student to use as guide for next lessons. Eventually the student should use checklist to evaluate his own writing. "WRITING CHECKLIST" 1. Correct position of pencil. N R S O A 2. Correct position of paper. N R S O A 3. Correct position of body and arm. N R S O A 4. Correct movement of the hand and fingers. N R S O A 5. Good vertical strokes. N R S O A 6. Good circle strokes. N R S O A 7. Good slant strokes. N R S O A 8. Leters well aligned. N R S O A 9. Quality of writing uniform. N R S O A 10. Leters correct size. N R S O A 11. Good spacing of letters and words. N R S O A 12. Good margins. N R S O A 13. Good arrangement of writing on the pages N R S O A 14. Correct sequencing of strokes. N R S O A 15. Correct darkness of words. N R S O A N = Never O = Often R = Rarely A = Always S = Sometimes	X	X	X
	2.	Before making letters on the board, have pupils make the letters in the air following the teacher's directions.	X	X	X
	3.	Display the letters or word to be written so that it is clearly seen by students. Provide a shallow pan of damp sand and write the letters or word in the sand with the index finger. State aloud the motions being made (up, down, curve, circle).		X	X

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
WRITING	4.	B AND D a) Color code all d's with red; all b's with green. b) Demonstrate b/d position in spce using bed with person lying down. c) Demonstrate capitol B can be made from little b. B d) Explain c comes before d. c d Take turn pointing out b's and d's in a selection written on board. Have students use red pens to trace all d's in a selcetion and green pens to trace all b's in same selection.		X	X
	5.	A "Practice Slate" can be purchased for each child for both cursive and manuscript writing. A model of the letters is available on the cover. No stylus is needed. The child can use a lead pencil. Lines are on the slates. This variation of practicing the correct formation of letters will provide interest as well as being another medium for writing.	X	X	X
	6.	For children who have learned incorrectly how to hold their pencil, a two inch plastic guide is available. The triangular piece slips on to the pencil. This allows the child to grip the pencil on two of the three sides correctly as the third side rests on the middle finger.	X	X	X
	7.	The teacher may give some verbal cues to promote directionality. (eg. "up, down, and around is the way to make a j".) The student may learn to say certain chants as a self-prompt.	X	X	X
	8.	To emphasize the free flowing style of cursive writing, have the student make a series of "l's", with no breaks between the letters. Gradually require the student to insert various cursive letters to the alphabet into his series of "l's" without breaking the flow. Begin with the alphabet "a" and move on to others.	X	X	X

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
WRITING	9.	Make heavy black figures on white paper and clip a sheet of onionskin paper over the letters. Have the student trace forms and letters. Start with diagonal lines and circles, then horizontal and vertical lines, geometric shapes, and numbers. Put letters on transparencies and project the image with a chalkboard or a large sheet of paper. The student can then trace over the image.	X	X	X
	10.	The teacher writes the complete letter or word, then has the student trace it. Teacher writes first part of the word to have the student trace it and complete the word. Finally the teacher reduces the cue to the up stroke and has the student write the entire word.		X	X
	11.	The teacher draws a complete figure and then an outline of the same figure using the dots. The student is asked to make the figure by connecting the dots. This may be provided on an individual basis or on ditto for large group.	X	X	X
	12.	Project target letters onto a chalkboard so that the student can trace over the projected image using arrows to indicate starting points. The beginning point of each letter should be indicated by the smaller arrow. The student makes the letter by placing the chalk at the beginning point, then proceeding by following the direction of the larger arrows.		X	X
	13.	Let student make an alphabet or number puzzle. Copy alphabets or numbers on construction paper, cut in pieces and then put puzzle together. Provide student with desk model of the alphabet or numbers. Help students copy letters or numbers until he can use desk model independently. Make a letter or number chart for student and let him drill each day on copying letters or numbers.		X	X

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
WRITING	14.	When beginning instruction in both manuscript and cursive handwriting, have the student observe and listen to instructions given by the teacher; then have the students actually participate in giving directions and examples to the class.	X	X	X
		Helpful hint: In manuscript writing, most vertical strokes are executed from top to bottom; horizontal strokes from left to right; in cursive, circular shapes are drawn counterclockwise.			
	15.	When specific letters prove difficult for some children (such as the cursive lower-case j and f) walking out the letter helps. Using chalk, a large replica of the letter can be drawn on the schoolyard pavement. The child should walk out the letter several temes, go to a chalkboard and trace the letter already there, write it himself, and then transfer this skill to lined paper.		X	X

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
WRITING: Expressive	1.	Story Writing. Clip an interesting action or mood from a magazine. Mount the pictures on a colorful backing sheet. Pin the picture to a bulletin board. Introduce the picture to the class by saying, "I found this interesting picture". Stimulate their thinking about it by asking them what they see, what is happening in the picture, how do they feel about the scene, what might happen next, etc. Tell them that during the day when they have free time, look at the picture and write about the picture. The results and variations will astound you.	X	X	X
	2.	Make up flash cards with large.,?. or ! on them. Tell the class that the period stands for a telling sentence, a question mark stands for a person's ear when they are listening to someone ask a question, and an exclamation point is when someone tells them something so exciting that their mouth falls open. Distribute the cards to each student. Tell the class that you will say some sentences. You want them to decide what kind of sentence it is and what type of punctuation mark it will have at the end. The student will hold up the card for the punctuation mark he thinks will be at the end of the sentence. A quick scan of the classroom should be able to tell the teacher who has caught on to this task when the cards are held up in the air.	X	X	X
	3.	Game: Make sets of cards with common nouns, adjectives, verbs, and adverbs. Have students draw nine cards each: Use an egg timer. Points are given for each correctly used word in a sentence at the end of the time period. After this is done, have students write their constructed sentences on paper using correct capitalization and punctuation. Extra points are given for correctly written sentences. Play continues as long as desired. The winner is the student with the most points. A student could practice individually and let the teacher check his work. This could be used with a large group which was divided into smaller groups.	X	X	X

AREA OF INSTRUCTION	ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE

Practical **BEHAVIOR** Prescription

NAME Student with Behavior Needs DATE Hours of Need

℞

Behavior Activities PRN

Administer Consistently

Prescribed by Special Education Department

REFILL 1 2 3 4 5 AD LIB ✓

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
BEHAVIOR General	1.	Planned Ignoring: Some behaviors will disappear if they are consistently and deliberately ignored.	X	X	X
	2.	Freeze: Either teacher, student, or class can initiate the "freeze" by a predesignated routine. As soon as inappropriate behavior occurs, the agreed-upon routine can be used. Examples of freeze routines or precedures: (1) Say "freeze, one, two, three" (2) "freeze," then snap fingers 5 times (3) "freeze", Sing a song agreed upon such as one line from Row, Row, your Boat.	X	X	X
	3.	Diversion: (Student) Often, diverting a students' attention will halt undersirable behaviors. Asking a youngster to take a note to the office or run an errand outside the classroom may give him/her a chance to regain composure.	X	X	X
	4.	Diversion (Teacher AND Student): When a student has exhausted all teacher patience, this procedure may give both teacher and student a chance to "regroup." Give the student a note. On the note write a number (Example: "5"). Send the student to another teacher's room. When the second teacher reads the note he asks the student to have a seat in the back of the room for the number of minutes written on the note (in this case, 5). The student thinks he is waiting for something to take back to his teacher. This gives the first teacher a few minutes relief for time to regroup and plan how to handle the student upon his return. This plan should be discussed and agreed upon by two teachers in advance. Then each may exercise this option when needed.			X

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
BEHAVIOR General	5.	Proximity: Teacher nearness to classroom "trouble spots" can intervene in behavior problems. A teacher's gentle hand or a student's shoulder will often be enough to halt action. The teacher who moves around the room while teaching, closely attending to student interest, will eliminate many potential problems.	X	X	X
	6.	Removing Temptation: Teacher removal of a distracting object allows the student to attend to classroom instruction. The removed object should be returned to student at end of day.	X	X	X
	7.	Purposeful Movement: For the student who can't sit still but for brief periods at a time, anticipate his needs and plan purposeful movement into your schedule. (Example: Keep all of the students assignments, except the one he/she is completing on a shelf in the room. When he completes the current activity, he brings it to the teacher's desk and goes to the shelf to pick up the next assignment. Keep the assignments brief at first.)	X	X	X
	8.	Looking for Good: Making a point of bringing desired behavior to the attention of the aide/group/class and minimizing the focus on inappropriate behavior in many cases will highlight what "will be rewarded," while at the same time give a strong signal that "that other behavior" will not be attended to.	X	X	X
BEHAVIOR Oral Attending		Engage in any questioning activity in the classroom. Before calling on the child who has difficulty attending to oral stimuli, cue that child when you are going to call on him to answer. The cue can be a bell ring, a knock on the blackboard, pointing, etc. Pair the cue with the child's name to ask him a question. If the child responds, try the cue and his name again, tap him on the shoulder, or go from the beginning again. After the child is responding regularly, gradually reduce cues.	X	X	X

AREA OF INSTRUCTION	ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
BEHAVIOR Off Task(Large Class)	With the use of an overhead projector seatwork can be completed by a child in a corner of the room in a carrel which can be observed by the teacher from across the room for (1) on task behavior (2) correctness of work. Have work put on transparency material ahead of time with transparency markers. Child places sheet on overhead and turns lamp on. Work will be projected onto the wall at the child's back and can be monitored by teacher. The teacher can use this as a medium for alerting the entire class subtlely to good work by commenting on the sheet and signing his/her initials to it. The procedure works well with small classes as well and can be automated through the use of taped instructions.		X	X
Short Attention Span	Planned Idleness-with those students who demonstrate difficulty staying on task, after collecting "on task" baseline data, set a kitchen timer to alarm at a pre-determined interval (determined by your baseline data). Activity will cease for time enough to do an out-of-seat physical activity - get water , etc. Then go back to task for slightly longer intervals (5 min, 6 min, 8 min, etc.)	X	X	X
Incomplete Assignments	Provide a checksheet to be kept by teacher and student. The teacher records number of times the student completes assignments and student signs sheet. At the end of the week, the checksheet is sent home to the parent. The parent provides reinforcement for a pre-determined number of assignments completed by student for the week.	X	X	X
Reducing Frustation	1. From a piece of construction paper cut out the left corner (4"x 2"). Place over worksheet. Child completes only section that is showing. Teacher spot check for errors before child begins another section of worksheet. Move slot card down worksheet.		X	X

AREA OF INSTRUCTION	ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
BEHAVIOR: Selecting Class Reinforcers	To select a group of generally reinforcing activities/exercises/rewards for the class, the teacher can conduct reward interviews with the entire class. Each member in turn names one "good thing" that could be participated in by the kids during school. The teacher makes sure to note the contributor since this reward may be used at a later date specifically with this child. Following this round, with all rewards on the board, teacher asks each child to pick his/her 10 most favorite, list them, and eliminate those not chosen the most frequently. You now have a list of the 10 favorite reinforcers selected by the class for which they should be willing to work. (activity can very successfully be used in small Group or with one child as well	X	X	X
BEHAVIOR Distractibility	1. Secure old refrigerator or washing machine boxes. Let the children decorate their "office". Assignments can be attached to the box - as well as rules, reminders, Complete work		X	X
	2. Distractibility-Visual: Over attention can be controlled in some children by having them-when you have "lost" them-place their thumbs on their closed eyelids and count quietly to a pre-determined number or listen to a soothing record/tape. This will not work well when child is auditorially distractible as well, unless ear phones are used.	X	X	X
	3. Auditory Create a Helmet-Hat which can be discretely used by students in a specific "Quiet Area." This will be filled "headgear" with earmuffs or closed swimmers' earplugs. Child dons hat and continues to work at an activity (limited utility with older children). Ear plugs can be used at any point and will most likely not draw attention because of current hairstyles.			
BEHAVIOR Class Rules	With students, record classroom rules. Limit the number to 5 or 6 and assign a color to each rule. A chart with the names of the children followed by squares will show the child areas where he needs to improve. At the end of each day, color in the squares which each child has mastered. The child with the most colors will have the most satisfactory behavior.	X	X	X

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
BEHAVIOR Reducing Frustration	2.	Rather than placing 10/15 math problems on a work sheet-strategically place 5 on the page. Provide the child with a separate piece of construction paper (81/2 x 9) which will be used to cover all but the problems being solved now and those already solved. Upon completing the 5 problems, child will remove a second math worksheet from a pre-organized packet and proceed to complete the next 5 problems. Closure reduces frustration.	X	X	X
Out-of-Seat Behavior	1.	Give student x number of tokens, with token number being determined after base-line has been taken to establish number of times student exhibits out-of-seat behavior for the period/day/etc. As student leaves seat ask for a token (each time). As in-seat behavior improves reduce the total number of tokens given. This works when student is not aware of the number of times he/she leaves the seat per day/period. A pre-determined number of tokens must be established for a reward.		X	X
	2.	When all else has been tried and has not proved as successful as desired wait for the "wanderer" to leave his seat as he/she normally does (inappropriately though). You have taped off on the floor in a quiet plain area of the room a rectangle (2ft x 1ft) with masking tape. Take the child by the wrist (holding hands is a social exchange) to the time-out box and instruct him to stay standing there until the seatwork activity is completed. At the end of the group activity child returns to group with no further regard for the behavior. Should be repeated <u>everytime</u> the behavior occurs until it subsides.			X

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
BEHAVIOR NOISE LEVEL	1.	The teacher can reduce the noise level of the class by her model. When volume is excessive the teacher begins to talk more quietly to the class and persists until the noise level falls. This may take a few minutes at first but will work more quickly after the children acclimate to the procedure.	X	X	X
	2.	Teacher can reduce noise level by teaching students proper whispering. Teacher should have the children place their thumb on their own throat just above the collar bones. Have the children talk in a normal tone and feel the vibration of their "Sound" on the thumb. Then ask the children to whisper very quietly. The children will not be able to feel the sound on their thumbs if properly whispering. Later a signal can be given by the teacher such as placing her thumb on her neck if a class member of the entire class is getting too loud.	X	X	X
BEHAVIOR Cheating		To minimize cheating, avoid giving children assignments that are too difficulty; all-independent work should be maintenance and not acqisition-type activities.	X	X	X
Chronic Absenteeism		Behavior Modification Program. Determine student's main interests through conversations with student and parents. Then if child comes to school 2 days during a 4 day period, allow him/her to engage in a high interest activity in a quiet corner (tape player with etc.). Extend the time to 4 out of 5 days present, with Friday being reward day.		X	X
Organization		Glue eight file cards for pockets on a file folder. The pupil takes a card from the pocket for the center at which he wants to work. When he has finished working at the center, he returns the card to the pocket. A center design for 3 pupils will have only 3 cards in the pocket. The child will know that if there are no cards left for a center he must choose another activity.		X	X

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
BEHAVIOR Social Ice Breaker		Have the child who is a class isolate or who is having trouble fitting into the class earn points/tokens for appropriate behaviors (target 1) for which he/she receives immediate reward and for which he/she earns tokens. These tokens can be cashed in so that the entire class will be treated to TV time, free play etc. as a gift from this child. The child becomes a source of pleasure which increases the likelihood that he/she will be accepted.	X	X	
Behavior Self-Concept	1.	"Spotlight" the youngster with a poor self-concept. Write on bulletin board size paper a biographical sketch of student, his name, where he lives, his interest, activities he participates in. Allow him to run errands, etc., all week. At week's end, let him take home his story.	X	X	X
	2.	To help build a student's self-concept avoid comparing the student with a poor self-concept with other students in the class. Allow the student special tasks that support his self-concept. For example, allow the student with artistic talent to help you decorate the classroom.	X	X	X
	3.	Develop a "good" list for the student to take home. Write down all the good things that the student does each day. At the beginning, this may be difficult, so start with small things, such as.. he did not push anybody in line today, or played well during recess. This should be able to help the child (and his parents) see that the teacher does notece the good things he does, as well as the bad, an, hopefully, he will strive to do more good things.	X	X	X
	4.	The teacher should provide a positive attitude of acceptance for the student. Emotional support should be provided for the student during difficult periods. The teacher can do this by providing a highly structured and controlled enviroment and eliminate or reduce distracting variables.	X	X	X
	5.	Use a chart to record successful completion of work or good behavior. This chart provides a way to keep track of those students recognized previously and those who still need to be "caught in the act of doing it right".	X	X	X

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
BEHAVIOR Self Concept	6.	Develop a free homework card. Give a student chips to glue to spaces on the card as a reinforcer for good work or proper behavior. Whenever the card if full, the student can use it as a pass to keep from doing a homework assignment. This works well with older students.	X	X	X
	7.	Provide an opportunity for every student to at least occasionally act as leader of an activity. Make sure that all students appreciate the things expected of both leader and follower.	X	X	X
	8.	"Don't bother me, I can't cope". Children as well as adults have days when the above statement applies. When a child is being unruly or defiant in the classroom, assign individual work for that student, in the classroom yet away from the other students, and attempt to carry on class as usual. DO NOT concentrate on the inappropriate behavior of that student.	X	X	X
	9.	Human Support Awards can be used to recognize a person's action towards another person. Helping a friend with his spelling works, helping a neighbor clean up, and practicing throwing and catching a ball with a buddy - these are all examples of actions that might lead to earning a Human Support Award.	X	X	X
	10.	When you have a child who is discriminated against by the other students in the class for a physical condition that he/she cannot prevent, have the child seated near a window but close to your desk. This method is used to provide a model to the students indicating that if you can tolerate the condition, so can they, as he/she is closest to you.	X	X	X

AREA OF INSTRUCTION		ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE
BEHAVIOR Self Concept	11.	Honor Band - Point out the good behaviors and strengths of a student by allowing him/her to earn the priviledge of wearing the Honor Band. Criteria for earning the band-concrete attainable behaviors-could be printed on poster board and posted in the room. The teacher would construct a felt band decorated with indian beads or whatever and adjustable through the use of velcro. Band would be approximately 3" wide and long enough to fit comfortably around the upper arm of both the smallest and largest child in the class. Upon earning the right, the child should be fitted with the honor band with appropriate fanfare and ceremony. Length of the award would be set by class. (it is suggested that a second band be made just in case two children are working on a project etc. and earn the reward simultaneously.).	x	x	x
	12.	Reporter-While, for example, teaching a module on community workers you discuss the news media, participate in an activity where all or selected class members actually participate, with the help of the teacher or aide in an interview with another child. Information collected should lead to a written or orally presented "Article" or scoop about the neat things you should know about a target student. Report should be given to the entire class and should be typed by the teacher and distributed at least to the student featured in the interview.	X	X	

AREA OF INSTRUCTION	ACTIVITY	LARGE GROUP	SMALL GROUP	ONE-TO-ONE